DOCUMENT RESUME

ED 105 826 IR 001 855

AUTHOR Ogunsheye, F. A.
TITLE Library Education and Manpower Planning in Africa.
PUB DATE Nov 74
NOTE 34p.; Paper presented at the General Council Meeting of the International Federation of Library Associations (40th, Washington, D.C., November 1974)

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Developing Nations; Employment Projections; *Librarians; *Library Education; Library Planning; *Library Schools; Library Technicians; *Manpower Needs; Professional Recognition; School Statistics; School Surveys; Staff Utilization; Statistical Surveys
IDENTIFIERS *Africa; IFLA 1974

ABSTRACT

A survey of the library profession and its available training facilities in Africa supplied data that should be considered in planning further library development. Prior to 1950, African countries relied for their library personnel on Britain, France, or Belgium, where librarianship is not necessarily a graduate profession. Later, some local personnel received training in American graduate schools. The structure of the profession in Africa still reflects these foreign origins in its three-tiered structure: graduate professionals, nongraduate professionals, and paraprofessionals; although the trend is now toward a graduate profession. Between 1960 and 1968, seven library schools were established at universities in sub-Saharan Africa. Of these, only three offer postgraduate courses. Most of the teaching staffs are foreign, and the curriculum reflects that of Europe and America, although some additions have been made to meet African needs. At their existing growth rates, the library schools of Africa will not be able to supply the manpower to meet the long-range plans for library development specified at the Kampala meeting in 1970. Each nation will have to establish its own school if the Kampala guidelines are to be realized. (SL)

ED105826

43/E

(LS/SI)

LIBRARY EDUCATION AND MANPOWER PLANNING IN AFRICA

by

F.A. Ogunsheye

The cause of a national development for libraries in Africa was first championed by Unesco when it sponsored the Ibadan Seminar on Public Libraries[1] in 1953. That meeting laid the framework not only for the development of Public Libraries, but also indicated guidelines for the training of the required manpower to organise these libraries. Subsequent meetings ten years later in Enugu 1963 and regional specialised meetings, built on this initial framework and discussion. As a result of National and foreign efforts various types of libraries had been established in Africa. The pattern had been similar in most countries under the Colonial governments. First research institutions established book collections or libraries to support scientific research between 1930-1950. Between 1940's-1960, Universities were established in various parts of the continent and strong library collections were developed to support their academic programmes. In response to Unesco's effort, public libraries development started in the late 1950 and school libraries services were often associated with their establishment. The most modern concept to develop is

1. Unesco. Development of Public Libraries in Africa. The Ibadan Seminar. Paris Unesco, 1951. (Public Library Manuals 6).

IR001855

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

that of a national library, as the nations memory and preserver of its cultural heritage, stimulating and supporting educational, social and economic development.

A review of library development in Africa show that this concept of libraries for development in support of education, economic and scientific and industrial as well as social programme in developing countries of Africa has become accepted. The problem in most African countries now is not only finance, but also problem of releveance - what type of libraries should be developed for the countries of Africa which consist of largely non-literate and non-print oriented cultures and societies. Associated with this problem is the problem of personnel for these libraries and the type of education and training they should have. There is also a problem of priority within the teeming mass of problems in other areas, - education, health, food production and viability of the economy, which confront developing countries of Africa. They do not have the advantage of time - centuries of conventional gradual growth, which developed countries of today enjoyed. It has been difficult for librarians to persuade governments that libraries are essential to all their programmes and that they must be included on the priority list. Governments have questioned the relevance of libraries now, with our

low literacy rate. They question the wisdom of spending large sums of money to enable the priviledged minority to read and obtain information. Librarians have been asked to prove that their proposals are relevant to national objectives and the national plans made to meet those objections. It is therefore not surprising that the meeting of experts in Kampala at the end of the first U.N. Development Decade was concerned with National Planning of Documentation and Library Services in Africa. The meeting convened by the Director General of Unesco and organised with cooperation of the government of Uganda had the following main objectives

> "to evolve principles for the national planning of documentation and library services in African countries in relation to social, economic and educational plans;
>
> "to assess the documentation and library needs of African states and correlate a plan of development of these services for the region with a regional target for education, research and book development;
>
> "to work out a model plan for the implementation of documentation and library services in Uganda".[1]

The meeting reviewed the present state of library services in Africa, and discussed the role of documentation and library services in educational, social and economic development. With the present record of performance and

1. Unesco. Expert meeting on national planning documentation and library services in Africa. Kampala, Uganda 7-15 Dec. 1970 - Final Report. Paris 1971. 81p.

estimated school enrolment for the second development decade 1970-1980, it laid down principles for long term planning and established estimated target for library development in the eighties. Finally the meeting considered a plan for library development in Uganda as case study. Thus, Unesco introduced to African countries for the first time, the concept of planning, based on a costing of existing operations, assessment of adequacy in meeting national objectives, diagnosis, determination of future requirements, their financial implications and the selection of strategy to implement a plan and "ensure efficient execution and national use of the available human and material resources."[1] The idea that these methods already being applied to other area of development could be applied to library service is very welcome and augurs well for the success of librarianship in Africa.

It is significant to note that the report did confess that the necessary basic data for national meaningful diagnosis, and for the preparation of strategy for developing library service on the "criteria of cost, or of cost and profit analysis" do not exist. Therefore the proposals in the report at best can only be regarded as a good 'guestimate.' It, however, did lay down a

---

1. Penna, C.V. The planning of library and documentation services. 2nd rev. ed. by P.N. Sewell and Herman Liebaers. Paris, Unesco, 1970. p.47. (Unesco manuals for libraries).

framework for developing countries to follow. If these proposals are acceptable for the sake of argument, what category of manpower in terms of quality and quantity are required to implement the targets? What facilities do exist for the training of the required manpower? What are their achievements to date? What are their projections for the future? Can they meet the required targets? These and other questions related to manpower development will be attempted in this paper. The targets set in the Kampala report were silent on the manpower requirements and were rather vague on existing qualified manpower.

In order to collect data on existing manpower and the training facilities available on the continent, a questionnaire was sent to all existing 20 library schools in Africa including North and South Africa as listed in the World guide to library schools.[1] Of the 20 library schools and training authorities only nine returned the questionnaires. I have therefore had to rely on other sources. The most important among these sources, were Dorothy Obi's recent survey on Education for librarianship in Sub Saharan Africa[2] and the final report of the Unesco Seminar on the Harmonisation of librarianship training programmes in Africa[3] held

1. World guide to library schools and training courses in documentation. Paris: Unesco 1972. 243p.
2. Obi, Dorothy S. Education for librarianship in Sub Saharan Africa. Enugu: The Author, 1974.
3. Unesco Seminar on Harmonisation of librarianship training programmes in Africa. Final Report. Dakar, 1974.

in Dakar February, 1974. Other sources used were prospectuses of library schools and papers or reports on library schools written by the Directors of the schools, as well as the various Unesco reports. Data extracted from these sources have been used to delineate the structure of the library profession in Africa and the character and adequacy of the training facilities existing on the continent.

The Structure of the Profession

Prior to 1950 the various African countries relied on personnel from either Britain, France, or Belgium to establish and manage the few university or research institute libraries that were in existence. These librarians introduced into the colonies the professional structure of their country of origin. Many of them were scholars with higher education and full professional qualification. They relied on the local inhabitants for their supply of sub professional staff. These local personnel were given local training to become middle range personnel. Some of them were in turn sent abroad for full professional training. The early indigenous librarians did not possess university education and were therefore only qualified to train as non graduate professional. Besides, in many of these European countries, librarianship was not graduate profession. The status of the profession was low among other professions. There were very few formal training schools associated with higher institutions of learning.

In Great Britain, the Library Association moderated professional examinations for students who received instruction at Polytechnics and Colleges of further education. The University of London School of Librarianship and Archives was the only school in existence for formal training at the postgraduate leveluntil 1963. Very few candidates from the colonies had the basic qualification - a good university degree. Most of the then colonial students took the professional examinations of the Library Association while they worked on attachment to libraries and attended lectures in the Technical Colleges. Some of the librarians who obtained the Associate of the Library Association (A.L.A.) subsequently obtained the Fellowship of the Library Association (F.L.A.)

A similar situation existed in France for francophone African countries. Many French Libraries were manned by distinguished scholars and bookmen who had their training on the job. Candidates from the colonies could study for the 'Diplome Superieur des Bibliothecaires', if they had a full 'licence' or some of the certificates forming part of the 'licence'. If they had lesser qualifications, they could only attend courses organised by the Ministry of Cooperation at the Municipal Library of Toulouse or Nieully and take the certificat d'aptitude, which was a vocational

proficiency certificate.[1] Thus, the French also offered courses at 2 levels—a lower and higher qualification. The record of professional librarians show that most of the candidates who had early training abroad could only enter for the junior course, because they did not possess the higher admission requirements[2] for l'Ecole Nationale Superioure de Bibliothecaires, Paris, leading to the higher qualification "conservateur". Only very few senior librarians from Africa took this course. At best, most of the African students only had the Baccalaureat. Many of them did not even possess this qualification. The ministry had to arrange special courses for African students. The result of these experimental courses were not favourable. They were subsequently abandoned for the regular course demanding same admission "qualifications from African candidates as from the French"[3].

There is no record to show that the situation for Belgian colonies was different. African librarians were trained in Belgian schools with the same European tradition

---

1. Unesco. Expert Meeting on National Planning of Documentation and Library Services in Africa. Kampala, Uganda. 7-15 Dec. 1970. Main working Document. Paris 1970. p.33.

2. Dorothy Obi. Education for librarianship in sub-Saharan Africa. Enugu, 1974. p.114.

3. Paule Salvan. A library education policy for developing countries. Unesco Bull. for Libraries XXII: 4, July/Aug. 1968, p.178.

as those of France. During the sixties, a number of African students obtained Foundation Fellowships or American Scholarships to study librarianship in the U.S.A. Many of them came back with Masters degree award. These graduands of American library schools introduced higher degree certificates into the African continent. The idea of the Bachelor of Library Science (B.L.S.) award had been abandoned in the U.S.A. as inadequate. It had a rebirth in the changes that took place in Great Britain with the acceptance of the idea of a graduate profession and the award of certification by higher institutions of learning. The creation of the Council of National Academy Awards enabled the Polytechnics and Colleges of Technology to ward B.A. degrees. Librarianship became one of the subject for these awards. It also enabled holders of the professional Library Association awards (A.L.A.) to become graduates by taking subject area studies.

These developments in Europe and America were reflected in the establishment of library schools in sub-Saharan Africa of which there are now 7. The first directors of these library schools were foreigners. They were guided and influenced in their decisions on types programmes by developments in their countries of origin. As a result of the foregoing developments a three tier structure seem to have evolved for the profession in Africa.

These are

Higher Professional	a.	Graduate librarians with at least one year postgraduate qualification or the F.L.A. of Great Britain or Conservateur - with Diplome Superieur for Francophone countries.
Professional	b.	The non graduate professional with 2 years professional training after G.C.E. 'A' level or French baccalaureat. Or degree with librarianship as part of the undergraduate programme.
Paraprofessional	c.	Supportive or paraprofessional with G.C.E. 'O' level and 2 years training
		Or
	d.	G.C.E. with one year certificate.

The six months to one year certificate courses are being phased out in many library schools and the Dakar Seminar[1] phased out in many library schools and the Dakar Seminar[1] which designated them non professional in their recommendation approves of this trend.

The table that follows show more detail of the various categories of personnel in African libraries, their qualifications and nature of responsibilities.

---

1. Unesco Seminar on Harmonisation of librarianship training programmes in Africa. Final Report. Dakar, 1974.

TABLE SHOWING
STRUCTURE OF THE PROFESSION IN AFRICA

PROFESSIONAL

Grade	Designation	Basic Qualifications	Nature of responsibilities
Higher Professional	Anglophone Librarian	A good first degree postgraduate professional qualification - P.G.D.L., M.L.S., M.A., M.Ed., F.L.A., Ph.D. and relevant experience.	Directors of libraries heads of sections in large libraries or heads of small libraries with superior knowledge of an aspect of librarianship or special subject knowledge and administration.
	Francophone Conservateure	Licence with Diplome superieur des bibliothecaires	"
Professional	Anglophone	A.L.A. after G.C.E. 'A' levels and 2 years experience. B.L.S. after G.C.E. 'A' levels or equivalent.	Professional duties involving judgement interpretation of procedures, supervision of Library Officers and other Supportive staff.
Middle level professional	Francophone	French Baccalaureat plus Diplome d'aptitude aux fonctions de bibliothecairs. (DAFB).	"

PARAPROFESSIONAL

Grade	Designation	Basic Qualifications	Nature of responsibilities
Supportive	Anglophone Library Officers/ Technicians	Post secondary qualification, ALA after G.C.E., Diploma in Library Studies and relevant technical qualifications (2 year course)	Executive Officers cum skilled technicians maning and executing library operations and technical processes and some professional functions under supervision.
	Asst. Library Officers	Post secondary qualification G.C.E. plus Part I. of the ALA; or Certificate in Library Studies (1 year course)	Task involving elementary procedures and library operations under supervision of Library Officers.
	Francophone	Certificat d'aptitude a la profession de bibliothecaire (CAPB).	
Sub-Professional	Library Assistants	G.C.E. with 5 credits including English Language.	New recruits working under the supervision of Assistant Library Officers - preparatory to going for training

Thus it can be seen that the structure of the profession in Africa is very similar to the pattern developing in Britain and France for anglophone and francophone areas respectively. There is a superimposition of the American structure in the development of the post-graduate higher degree programmes. What is different in Africa is the distribution of responsibilities. A number of candidates with middle level training and certification are shouldering the responsibilities meant for full professional staff. Because of the shortage of full professional personnel, paraprofessionals are performing full professional functions. In some countries, they may even be potential directors of state or provincial libraries in the making. This is due to the inadequate number of full professional candidates available. The profession in Africa is still largely non graduate. With the exception of Nigeria, the production of graduates are not sufficient for the priority areas, where graduates are more highly paid as doctors, engineers, lawyers, teachers and even high civil servants. The idea of graduates studying for professions like librarianship is relatively new.

The establishment of library schools established between 1960 and 1970 in sub-Saharan Africa as part of universities has further encouraged the development toward a graduate profession. The Dakar Seminar[1] sponsored by Unesco in Feb.

1. Unesco Seminar on harmonisation of librarianship training programme in Africa. Final report. op.cit.

1973 to discuss harmonisation of library training programmes in Africa after three days of delibrations made the following recommendations regarding the future for the profession:-

1. "while recognising that for some time various countries will continue to offer first professional courses at the undergraduate diploma level; the ultimate aim should be to offer first professional training at a postgraduate level

2. "the offering of degree courses (with minor in library science) should be discouraged; except where such courses are designed for special groups such as teachers."

It is therefore likely that the library profession in the eighties would have evolved only a two tier structure - the graduate librarian and the library technician - thus bringing it in line with world trends.

There is no accurate record of Librarians in African countries. The Unesco Statistical Year Book 1972 recorded 1,207 full time librarians for Africa - (see Appendix I) but not all the countries of Africa were listed. The Kampala Seminar report could not give a record of existing personnel, although it gave statistics for book stock, number of libraries and expenditure. The record from library schools, however, shows that the following categories of personnel have been produced between 1960 and 1974. (See Appendix II for details).

	No. of graduands	% age of Total
Certificate - 6 months to 1 year	510	31.5
Diploma - 2 year non graduate	690	42.7
Degree B.A. or B.L.S. - 3 year undergraduate	159	9.2
Postgraduate diploma	255	15.7
Total	1614	100

Products of sub Saharan Library Schools

Thus more than 42% of librarians in Africa hold the 2 year diploma award. The figure must rise to about 45% if the holders of the British ALA and the French Diplome are added. More than 15% of the librarians in Africa are graduates with postgraduate diploma and this figure must rise to about 18% if candidates with foreign qualifications the American MLS, the English Postgraduate Diploma, the French Diplome Superieur after the licence are counted. The Certificate and the BLS are expected to fade out as these have been withdrawn by a number of library schools. If the figure for Nigeria can be used as an example, there seem to be more postgraduate professional cadre produced in Nigeria than any other group. 48.36% of the products of the library schools are of this cadre. The total number of professionals personnel in the country is 412 in June 1974[1]. The two library schools in the

1. This figure excludes the paraprofessional.

country have produced the following categories of personnel for libraries.

	No. of graduands	% of Total
Certificate	55	11.27
Diplomas	157	32.17
B.L.S.	40	8.2
P.G.D.L.	236	48.36
M.L.S.	-	-
Ph.D.	-	-
Total	488	100

Products of Nigeria's two library Schools.

A colloquium on Library Education in Nigeria endorsed the Dakar Seminar's recommendation, that the trend must be towards a postgraduate profession.[1]

The present trend in Nigeria is more indicative of the future trend for the continent. The number of supportive staff should, however, increase at least to the ratio of 4:1 graduate instead of the present 1:1.3. Since they are supportive executive staff in the libraries, there should be a greater number of them to run efficient libraries.

---

1. Department of Library Studies, Ibadan University Colloguium on Library Education Recommendations, March 1974.

Following Withers[1] recommendation, the graduate librarians should not be less than 25% of the total staff of the library which is the minimum for Great Britain Public Libraries.

Library Education Facilities in Africa

The participants at the 1953 Unesco Seminar recommended that library schools must be established in Africa if sufficient numbers of professional personnel were to be available to man its libraries. They were also concerned with the deficiency inherent in a system whereby candidates for the profession were trained -

> "... in schools outside Africa, in countries and institutions geographically and intellectually remote from the realities of African problems ..." 2

In West African, where there was a virile library association the West African Library Association (WALA), considerable controversy arose between those who endorsed the view of the Seminar and those who saw the advantages of training at a "United Kingdom school, where African would have the advantage of visiting fine libraries".[3] The controversy not only raged over location, but was also

---

1. Withers, F.N. Standards for Library Service. Paris, Unesco, 1970. p.102.

2. Unesco, Development of Public Library in Africa. Op.Cit. p.100.

3. Carnell, E.J. Review: Development of Public Libraries in Africa. The Ibadan Seminar WALA News 2: 46-47, June, 1955.

concerned with level of training. The Ibadan Seminar had opted for training at the leadership level demanding higher qualification than was generally accetable even in Great Britain, recommending that

> "library schools in Africa should require University graduation or its equivalent for admission to the programme of full scale professional training at the leadership level"[1].

The antagonist to this view retorted that in the situation in Africa, workers were needed rather than leaders! The Lancour[2] survey sponsored by the Carnegie Corporation to review the needs for West Africa and make recommendations resolved the controversy in favour of training at the leader-- ship level for postgraduate award. It also recommended that the institutions be attached to Universities. This led to the establishment of the Institute of Librarianship in Ibadan University, Nigeria supported by funds from the Carnegie Corporation. The decision in favour of Ibadan, Nigeria led to the establishment of an independent library school in Accra Ghana. This subsequently became a department of the Ghana University.

---

1. Unesco. Development of Public Libraries in Africa. Op. Cit. p.100.

2. Harold Lancour. Libraries in British West Africa. Urbana, University of Illinois Library School, 1958. (University of Illinois Library School, Occasional Paper No.53)

Unesco itself had been concerned about training facilities for librarians, and its policy on library education was well enunciated in this statement by its previous Director of the Division of Documentation, Libraries and Archives.

> "that progress in library service depends on the quality of domestic library education and that this should be given high priority. However, where relatively small adjacent countries have a common language, the establishment of regional schools of librarianship is a useful first step".[1]

Following on this policy Unesco sponsored the establishment of regional schools. One was established in Dakar for librarians, archivists and documentalists for Francophone countries of Africa in 1963. The second regional schools, the East African School of Librarianship at Kampala was also supported by Unesco who provided directors for the school at Makerere University from 1969-1972. Three other schools at Addis Ababa, Zambia, and Ghana have also enjoyed Unesco's support.

Twenty-two years after the Ibadan Seminar, there are now seven library schools in sub saharan Africa (i.e. excluding North and South Africa). A table of analysis is given in Appendix II. It shows founding dates, courses offerings and awards, staff, students, and projections for the future where they are available. All the schools were founded between 1960 and 1968. All of them are attached to

---

1. Unesco Seminar on Public Library Development in Africa. Op.Cit. p.100.

Universities and operate as Departments or Institutes.

Courses and Awards: Of the 7 only three offer postgraduate courses. These are the 3 anglophone West African Schools at Ibadan, Zaria and Accra. Three of them offer undergraduate degree courses with librarianship as minor or major. All of them except Accra, offer a two year diploma course and only 2 library schools offer 1 year certificate courses, which are recommended for phasing out along with the B.L.S. as a minor. Only the Ibadan Library School offers a Ph.D. programme. The seven library schools among them have produced the following categories of candidates for the library profession in Africa. (See Appendix II.)

Ph.D.	1	
M.L.S.	1	
P.G. Diploma	255	
B.L.S. (Library School Major)	50	
B.A. (Library School Minor)	109	
		416 graduate professionals
ALA or Diploma 2 year after G.C.E. 'A' level or Baccalaureate	457	
Diploma 2 year after G.C.E. 'O' level	233	
		690 non graduate professionals and para-professionals
Certificates 1 year	263	
Certificates 6 months	152	
		415 sub professionals

Witn the exception of Ibadan, many of the library schools can only recruit students easily at the non graduate diploma level.

Staff

The staffing situation in the library schools needs to be improved. It varies from a ratio of 1:28 in Zaria to 1:5(?) in Accra. Most of the staff manning the library schools in Africa are foreigners. Out of a total of 26 only 15 are local staff. The questionnaire returns show that library schools have great difficulty recruiting local staff, that meet the stringent academic requirements of universities to which all of them are attached. Some African library schools have had to resort to this method to train local staff, so that the library schools can have a certain measure of stability. Expatriate staff tend to come for rather short periods of service.

The Curriculum

The curriculum in the library schools still bear close relationship to those in Europe and America. The core courses are similar and can be grouped under the 4 conventional heading:-

(a) The history of libraries and libraries in the society.

(b) Printing, history of the book and reprography.

(c) The organisation of materials.

(d) Reference, bibliographic tools and readers services.

Some library schools offer special clientelle courses - university libraries, public libraries, school libraries and special libraries.

Attempts have been made to reflect the needs of African libraries in the courses. There are, however, great difficulties in obtaining recorded information regarding experience and problems of African libraries. Some innovations to reflect African needs have been introduced. These are shown in courses such as

(a) Sources for African studies

(b) Library development in Africa

(c) Oral literature and oral traditions

(d) Use of audio-visual aids.

The Dakar conference recommended that Unesco should support a programme for writing text books for African library schools to meet the needs of African library education.

Advanced and specialist courses are still in the planning stage in the three oldest library schools. There is a possibility that Unesco's sponsorship may enable some library schools to offer courses in information science in the near future. On the whole the developments in each library school are encouraging. A comparison with South African library schools shows similar developments in courses and staff/student ratio, which is better in South Africa. What is unique is that this record for a country is equal to if not greater than for the rest of the continent. See Appendix III. Unesco statistical year book records 659 librarians for South Africa out of the total of 1207 for the continent.

Future developments

Projections for the future will depend on the rate of library development in Africa and the ability of the library schools to expand and offer training courses and facilities to meet the needs. Projections are only recorded in the table for 3 library schools. The projections for expansion were based on the University rate of growth factor used. They are not related to the wider manpower needs of the nation. Nigeria and a few other countries have articulated their manpower needs. The question may now be asked whether the existing library school in Africa are meeting current manpower needs and whether they are equipped to meet manpower needs for targets set for development in 1980 according to the specifications in the Kampala Report on National planning and library development in Africa.[1]

Kampala Meeting - National Planning Targets & Manpower Planning

In the absence of data for each individual country of Africa, the Kampala meeting attempted to quantify Africa's future needs as a whole, based on cost of existing operations, population growth, school enrolment and GNP growth rate of 5-6% in the Second Development Decade, target to 1980. On the basis of the existing figures on actual performance,

1. Unesco, Expert Meeting on national planning documentation and library services in Africa, Kampala, December 1970. Paris, Unesco, 1971. p.71-73.

the report specified low, moderate and high targets for Africa in the 1980, using Denmark for comparison. There were, however, no specification on personnel. This can, however, be roughly estimated as proportion of total expenditure based on standards.

The following average recurrent unit costs were given for Africa in 1967:-

	National per 1000 volume	University per student	Schools per student	Special per research	Public per 1000 volume
Employees	900.1	53.00	...	...	541.0
Acquisitions	434.0	34.02			214.0
Binding	111.7	3.69			25.9
Maintenance	...	3.02			187.4
Other	159.1	2.01			19.2
Total	1604.9	96.04	-	-	987.5

This meant that Employees' salaries constituted more than 60% of unit cost in the operation of libraries. The experience in Nigeria shows that at least 55% of such expenditure is for professional staff.[1]

1. Dean, John. Standard of Practice for West African libraries Ibadan, Institute of Librarianship. 1969. p.61.

The following targets have been computed for low rate development for Africa in 1980.

Recurrent cost required in 1980 for development of library services (in U.S. Dollars)

National	-	6,250
University	-	18,750
Schools	-	315
Special	-	1,875
Public	-	7,500
Total	-	34,690

On the basis of standard performance, Africa will be spending at least $17,000 million on wages and salaries in 1980. If 10% of this is for full professional, an estimated 1,700 million dollars will be available for professional staff. If Nigeria is used as an example, the current average salary inclusive of emoluments, etc. for full professional can be estimated as $15,000. If this was representative of the continent, there should be money available for 114,000 librarians for the continent. The estimated population for the continent for 1980 is 448.9 million and 34 million literates are also projected. At the rate of 1 qualified librarian per 10,000 a more reasonable estimate should be 44,890 librarians.

Implications for library schools

The question may now be asked if existing library schools can meet the manpower needs of the continent. Unesco statistical year book recorded only 1,207 librarians for the African continent in 1972.[1] The library schools have in ten years produced 1614 librarians. At existing growth rate of 10%, they can only double their output in another ten years 1980. This is clerarly inadequate for Africa's projected needs. More library schools will have to be established to be able to produce enough manpower for library to maintain a reasonable level of development. Expansion will have implication for staff development. The major constraint to expansion is staff. The existing library schools can barely maintain the present level of production on existing staff. Most library schools have great difficulty recruiting staff. The other problem is recruitment of qualified students for the full professional course. In Nigeria admission applications are three times the number of intake in the 1973/74 session for the postgraduate course at Ibadan University. This must be unique and cannot be normal for Africa. It may, however, indicate future trend which cannot be reached for many African countries in 1980.

---

1. Unesco Statistical Year Book 1972. Paris, 1973.

Finally, the question of finance is important. One questions whether African countries can afford to spend 2.9% of the total education budget on libraries. I am not qualified to speak with authority on this. One can only assume that account has been taken of the present state of the non oil producing African countries. The Kampala meeting made proposal for foreign aid, but foreign aid will only be meaningful when the country is developed enough to use the services.

In conclusion, there is need for a more realistic planning for individual countries in Africa. The state of development varies and the problems and priorities are not similar. The Kampala meeting targets can only be regarded as guide-lines. Manpower planning for library personnel should be considered part of national planning. In Nigeria the projections for library personnel were included in the national plans, but they were grouped with Archivists and it is not related to any national plan for libraries. A national library commission is necessary to make a national plan on which manpower projections can be made.

Unesco has given the right leadership for harmonising training programmes and for establishing regional training schools. Each nation will need to establish its own training school if the manpower needs are to be met for library

development. Any manpower programme should conform to international standards and international trends if African countries are to fully participate in UNISIST. The library schools in meeting this objective must also meet local national needs and objectives.

REFERENCES

Ashby, Robert F. The training of staff in the libraries of Nigeria In A report presented to the West African Library Association. February, 1962.

Benge, R.C. Foundations for a library school. Nigerian Libraries, (Ibadan) 1(2): 81-85. 1964.

_____. The Ghana Library School. Library World. 64(752): 221-223 Feb. 1963.

_____. Library Education in Ghana, 1961-67. In The Library Association Record 69: 225-229 July 1967.

Bousso, A. A library education policy for the developing countries. Unesco Bull. for libraries (Paris) XXII (4): 173-188, Jul.-Aug. 1968.

_____. University of Dakar School for Librarians, Archivists and Documentalists. Unesco Bull. Libr. 27(2):72-77, 107. Mar.-April 1973.

Carnell, E.J. Review: Development of public libraries in Africa. The Ibadan Seminar WALA News (Ibadan) 2:46-47, June 1955.

Dean, John. Training and management for library personnel: professional education in Nigeria. Nigerian Libraries, 2(2): 67-74, 1966.

Department of Library Studies, Ibadan University Colloquium on Library Education Recommendations. March 1974.

Dsokoto, Francis. Library education in Ghana: a critical survey. In Ghana Library Journal IV(2):41-45, Dec. 1972.

Evans, Evelyn J.A. A Tropical Library Service: The story of Ghana's libraries. London: Deutsch, 1964.

_____. Training for Librarianship: an address delivered at conference on Saturday 17 December 1955. In WALA news (Ibadan) 2(3):67-72. 1955-1958.

Giorgis, Kebreab W. Library education in Ethiopia. International Library Review, 5(4): 453-460 October 1973.

Greaves, Monica A. Training the Cataloguer in Nigeria. Journal of Librarianship (London), 3(3): 169-179, July 1971.

Harris, John. Memorandum on the training for librarianship in Nigeria. Report of the Training Sub-Committee of the Library Advisory Committee. 1962. Mimeographed.

_____. Training and Certification for Library Executive Grades in Nigeria. Ibadan: Institute of Librarianship, 1962. Mimeographed.

Hood, Bryan. Training of library staff. Paper read at Unesco Regional Seminar on the Development of public Libraries in Africa, Enugu, Nigeria, Sept. 1962. (Mimeographed).

Institute of Librarianship, University College, Ibadan. WAIA News (Ibadan) 4(1): 20-21, October 1961.

Lancour, Harold. Libraries in British West Africa. Urbana: University of Illinois Library School 1958. (University of Illinois Library School Occasional Papers No.53).

Lwanga, T.K. A survey of librarianship training programmes in Eastern Africa. Paper read at Dakar's Conference of Library Schools in Africa Feb. 27-29, 1974.

Mukwato, L.E. Training of librarians in East Africa: a talk to the Zambia Library Association. Zambia Library Association Journal. 1(1): 11-18, March, 1969.

Nitecki, Andre. Education for librarianship in Ghana 1973-74. 20p. (Mimeographed).

_____. Library education in Ghana. Ghana Library Journal IV(2):35-40, Dec. 1972.

Ogunsheye, F. Adetowun. Library Education at Ibadan University. Paper presented at the Conference on the Harmonization of Librarianship Training Programmes in Africa, University of Dakar, 25-27 February, 1974. Ibadan, 1974.

_____. New proposals for structure of library personnel and curricula for the various levels or categories. Paper presented at the Colloquin on Education and training for librarianship in Nigeria. 15-19 March, 1974. Ibadan, 1974.

Organisation des nations Unies Pour L. education. La Science et la Culture (Unesco) Seminaire pour l'etude des problemes communs Aux ecoles de bibliothecaires d'Afrique Dakar, Senegal, 25-27 Fevrier 1974. Rapport Final.

Peeler, H. Elizabeth. Education for librarianship in West Africa. Nigerian Libraries (Ibadan), 1(2): 61-73 January, 1964.

Penna, C.V. The planning of library and documentation services. 2nd rev. ed. by P.N. Sewell and Herman Liebaers. Paris: Unesco. 1970 p.47 (Unesco manuals for libraries).

Plant, Robert. The East African School of Librarianship. Library Review. 23(1/2): 39-42, Spring-Summer, 1971.

Report of the working party appointed by the conference on library training in East Africa. Nigerian Libraries 1(2):86-90.

Saith, S.S. East African School of Librarianship. July 1968 - November 1972. Paris: Unesco 1973 (Serial No. 2924).

Salvan, Paule. A library education policy for developing countries. Unesco Bull for libraries XXII:4, July/Aug. 1968 p.178.

Tawete, F.K. Library education in a developing Tanzania. Someni. (3):21-28, Dec. 1968.

Unesco. Consultation on the Harmonisation of Methodology and Curricula in training of Documentalist, librarians and archivists was held in Paris, January 1974.

_____. Development of Public Library in Africa. The Ibadan Seminar Paris: Unesco. 1951 (Public Library Manuals 6).

_____. Expert meeting on national planning documentation and library services in Africa. Kampala, Uganda 7-15 Dec. 1970. Final report. Paris 1971. 81p.

_____. Seminar on the Harmonisation of librarianship training programmes in Africa. Dakar Feb. 25-27, 1974.

University of Ghana. Department of Library Studies. Education for librarianship in Ghana. Legon: University of Ghana 1972. (Mimeographed).

White, Carl M. Education and training of library personnel in Nigeria. Nigerian Libraries (Ibadan) 1(2): 75-80, 1964.

Withers, F.N. Standards for library service. Paris, Unesco 1970 p.102.

World Guide to library schools and training courses in documentation. Paris: Unesco, 1972.

Appendix I

Unesco Statistical Year-book 1972 Paris:

Unesco, 1973

Librarians in Africa in 1972

Countries	Full-time	Part-time
Algeria	17	
Angola	8	
Botswana	4	
Burundi	2	
Cameroon	10	
Ethiopia	36	
Gambia	8	
Ghana	66	
Liberia	27	
Kenya	4	
Madagascar	10	
Malawi	2	
Mauritius	12	
Mozambique	3	
Nigeria	192	4
Reunion	3	
South Africa	659	
Spanish Sahara	1	
St. Helena	7	
Sudan	31	
Swaziland	4	
Tanzania	60	
Tunisia	41	
Total	1,207	4

SUB SAHARA AFRICAN LIBRARY SCHOOLS APPENDIX II

Name	Date Founded	COURSES AND NUMBER OF AWARDS: Post-graduate: Ph.D. 2 yrs.	Post-graduate: M.A. 2 yrs.	Post-graduate: 1 yr. Dip.	Undergraduate: B.L.S. Library major 3 yrs.	Undergraduate: B.A.S. Library Minor 3 yrs.	Non graduate: Dip. 2 yrs G.C.E. 'A' level	Non graduate: Dip. 2 yrs. G.C.E. 'O' level	Non graduate: Certificate 1 yrs.	Non graduate: Certificate 6 yrs.	STAFF: Establishment	STAFF: Actual	STAFF/STUDENT Ratio	STUDENT: 1973/4 Total no of student	PROJECTIONS 1975 AND 1980: Staff 1975	Staff 1980	Student 1975	Student 1980	National Projections
Department of Library Studies, Ibadan University, Nigeria.	1960	1	-	36	-	-	10[a] ALA	65	59[b]	-	11	7(5)	1.16	152 7 research	16	20	164	261	1975 300
Department of Library Science, ABU, Nigeria, Zaria.	1962	-	1	-	40	-	-	92	-	-	7	4(2)	1.38	114	-	-	-	-	-
[illegible] of Library Studies, University of Ghana.	1963	-	-	19	10[c]	-	45[a] ALA	-	30	-	4	3(1)	1.5	15	-	-	-	-	200[d]
[e/] Ecole de Bibliothecaires Archivistes et Documentalistes [illegible] Dakar Senegal	1963	-	-	-	-	-	277[f]	-	83[g]	-	4	4(2)	1.16	67	-	-	131 Dip.	-	1977 16 graduate librarian 40 Diploma candidates
[e/] East African School of Library [illegible], Makerere University, Kampala, Uganda	1963	-	-	-	-	-	116	-	-	152[h]	6	4(4)	1.22	88	8	-	106	-	-
Department of Library Studies Haile Sellasie I Univ.	1965	-	-	-	-	100	-	72	-	-	-	3(1)	-						
[illegible] Studies, School of Education, Univ. of [illegible]	1967	-	-	-	-	7	-	4	-	75	4	3(-)	-						
TOTAL		1	1	255	50	109	457	233	263	247									

r = regional school
u = [illegible] university
n = n [illegible]
s = graduate secretarial
k = courses in Kampala
(-) = - indigenous staff

BEST COPY AVAILABLE

South African Library Schools Appendix III

Name	Date founded	COURSES AND NUMBERS OF AWARDS: Post-graduate: Ph.D. 2 years	Post-graduate: M.A. 2 years	Post-graduate: 1 yr. Dip.	Undergraduate: B.L.S. Library major	Undergraduate: B.A.S. Library minor	Dip. 2 yrs G.C.E. 'A' level	Non graduate: Dip. 2 yrs. G.C.E. 'O' level	Non graduate: Certificate 1 year	Non graduate: Certificate 6 months	STAFF: Establishment	STAFF: Actual	STAFF/ Ratio	STUDENT: 1973/4 Total no. of students	PROJECTIONS 1975 AND 1980: Staff 1975	Staff 1980	Student 1975	Student 1980	National Projections
Department of Library Studies University of South Africa - Pretoria	1955										11	(11)		at given	11	15	1,200	2,000	
Department of Library School University of Stellenbosch	1958	15	15	25	36			30			5	(5)	1.21	186	1 5	7	112	180	
Department of Library School University of Pretoria	1963										8	(8)	1.14	114	8	10	116	148	
Department of Library School University of Potchefstroom	1956										7	(7)		84					